

ABSTRAK

Penelitian ini bertujuan untuk menjelaskan pengaruh umpan balik lisan (*oral feedback*) dan tulisan (*written feedback*) dalam meningkatkan kemampuan observasi siswa pada materi lingkungan. Populasi penelitian ini yaitu siswa kelas X salah satu SMA Negeri di Bandung tahun ajaran 2016/2017. Teknik pengambilan data dalam penelitian ini menggunakan metode *cluster random sampling*. Metode penelitian ini adalah *mixed method*. Sampel penelitian terdiri dari dua kelas, yaitu kelas eksperimen 1 dan kelas eksperimen 2. Kelas eksperimen 1 dalam penelitian ini diberikan penerapan *oral feedback*, berupa komentar dan pertanyaan secara lisan pada kegiatan observasi siswa yang terintegrasi dalam kegiatan *POE (Predict-Observe-Explain)*. Sedangkan untuk kelas eksperimen 2, siswa diberikan penerapan *written feedback*, berupa komentar dan pertanyaan secara tertulis pada LKS kegiatan observasi siswa dalam kegiatan *POE*. Materi pembelajaran yang digunakan dalam penelitian ini adalah materi pencemaran dan pelestarian lingkungan, yang terdiri dari subkonsep pemanasan global dan pencemaran air. Instrumen penelitian yang digunakan, terdiri dari lembar observasi kegiatan *POE*, lembar kerjas siswa, soal *pretest* dan *posttest*, wawancara guru, angket respon siswa, dan catatan lapangan. Analisis data uji hipotesis dengan menggunakan Uji *T* melalui *software SPSS 20*. Berdasarkan analisis data, ditemukan bahwa peningkatan kemampuan observasi siswa kelas eksperimen 1 dan kelas eksperimen 2 berbeda secara signifikan pada $\alpha = 0,05$ untuk pembelajaran pencemaran dan pelestarian lingkungan secara umum. Walaupun begitu, berdasarkan angket respon siswa, dapat diketahui penerapan *oral* dan *written feedback* mampu meningkatkan minat, motivasi, rasa ingin tahu, dan kemandirian siswa pada kegiatan observasi dalam kegiatan *POE*.

Kata Kunci: *Oral Feedback, Written Feedback, Kemampuan Observasi Siswa, POE, Lingkungan.*

ABSTRACT

The aim of research was to explain the effect of the implementation *oral* and *written feedback* to improve student's observation skill in environment learning. In this research, population was 10th grade students in a government senior high school in Bandung in 2016/2017 academic year. The sampling technique used *cluster random sampling*. This research used *mixed method*. This study sample consisted of two classes include 1st experimental class and 2nd experimental class. First experimental class has given implementation *oral feedback*, such as comments and questions orally at student's observation activity integrated in the activities of *POE (Predict-Observe-Explain)*. As for the 2nd experimental class, students were given with implementation of *written feedback*, such as comments and questions that written on student worksheet at student's observation activity integrated in the activities of *POE*. Learning materials was used in this study, consisting of subconcepts global warming and water pollution. The data collected by observation sheets of *POE* activities, student worksheet, questions of *pretest* and *posttest*, teacher's interview, student's responses in questionnaire, and anecdotal record. Data were analyzed by *T-test* using *software SPSS 20*. Data analysis showed that student's observation skill in 1st and 2nd experimental class have different significantly in $\alpha=0,05$ in environment learning generally. Even though, based on the questionnaire responses of students, it can be seen that implementation of *oral* and *written feedback* are able to increase student's interest, motivation, curiosity, and independent in observation activity integrated in the activities of *POE*.

Keywords: *Oral Feedback, Written Feedback, Student's observation skill, POE, Environment Learning.*